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ABSTRACT

An inventory of types of teaching materials relevant for teachers of rural social work includes general suggestions of useful literary works (modern American literature, ethnic literature, locality-specific literature, drama), video-tape productions, government publications, music and architecture. Other generally-indicated possibilities include publications from associations and organizations with particular interests related to rural life; media materials about specific localities (community calendars, newspapers, talk shows); materials produced by students in rural social work classes (audio tapes of interviews with community personages, case records, slides, photographs, statistical compilations); and reports and publications from local social service agencies. More specific suggestions are provided for 8 film libraries (addresses included); 7 films made between 1961 and 1974 (these listings include descriptions and sources); 5 bibliographic compilations done between 1971 and 1976; 1 video-tape library (address provided); 19 relevant periodicals; 10 artists of rural subjects; and 4 miscellaneous listings: a master's thesis on rural radio entertainment (1938), two early collections of rural folklore (1798, 1802), and a farmwife's almanac (1961). The section for each category of material is prefaced with brief remarks on the use of that type of material. (MH)

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ROUNDTABLE:
SOCIAL WORK IN SMALL TOWNS AND RURAL AREAS

A COMPENDIUM OF TEACHING MATERIALS FOR RURAL SOCIAL WORK

Annual Program Meeting
Council on Social Work Education

Phoenix, Arizona
February 27, 1977

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Council on Social Work Education

Annual Program Meeting
Phoenix, Arizona
Feb. 27, 1977

Roundtable: Social Work in Small Towns and Rural Areas

Teaching Materials: Rural Social Work

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Analysis of teaching materials can be on several dimensions simultaneously: material may be analyzed and categorized by source of material, by medium of communication of the material (type), or by educational/curricular content area in which the material is intended to illustrate or elucidate a conceptual formulation.

It is beyond the time and scope of this program segment to address all three and their interrelationships; in fact, it would be impossible to do justice to any one component. But for illustration and in an attempt to provide participants in this meeting with a concrete tool to take away with them, we have compiled this handout which gives an overview of rural teaching material sources, addresses where compilations exist, and illustrative examples of materials generally available in almost any college or university environment. We would stress that these are illustrative examples, not a definitive listing. Further, most of the examples are generic-rural vs. ethnic-rural or geographic specific-rural, or a combination of the two. All of these subdivisions are legitimate categories around which materials may be organized. Also, the examples are almost exclusively United States context; some of the best practice materials however, are foreign community development projects.

It is, in fact, envisioned that a major agenda item for the Second National Conference on Rural Social Work (U. of Wisconsin-July, 1977) will be the corporate pooling of knowledge and expertise of practitioners and academicians alike to begin developing a more definitive resource index; one function of the Human Services in the Rural Environment Newsletter will be to disseminate and update such information for its subscribers.

But, before any willy-nilly broadcast of listings, titles, and addresses, some further refinement in how materials are keyed and labelled seems imperative. We have all suffered through a film ".. for a film's sake," and since so little that pertains to rural has been developed within the context of educating social work practitioners, the problems of adaptation are at least as grave as with other extra-discipline materials.

I. Cinema

Movies are among the most popular materials in the teacher's methodological "bag," because of the immediacy and vitality of content the motion picture screen permits. The old axiom of a picture being worth a thousand words is valid, provided the teacher has structured a conceptual framework in which the student can "fit" the movie's content.

A. Film Library Sources rich in "rural relevant" offerings include:

- Audio-Visual Center
  Indiana University
  Bloomington, Indiana 47401
  812-337-2103

- Media Resources Center
  Iowa State University
  121 Pearson Hall
  Ames, Iowa 50010

- Extension Media Center
  University of California-Berkeley
  Berkeley, California 94720

- Audio-Visual Services
  Continuing Education Business Office
  Pennsylvania State University
  505 Keller Bldg.
  University Park, Pennsylvania 16802
  814-865-6315

- Audio-Visual Library Services
  Continuing Education and Extension
  University of Minnesota
  3300 University Avenue SE
  Minneapolis, Minnesota 55414

- Audio-Visual Education Center
  The University of Michigan
  416 Fourth St.
  Ann Arbor, Michigan 48103

- Academic Support Center
  Audio-Visual Department
  University of Missouri-Columbia
  505 E. Stewart Rd.
  Columbia, Missouri 65201
  314-882-3601

- Visual Aids Service
  University of Illinois
  1325 South Oak St.
  Champaign, Illinois 61820 (Phone:217-333-1360)

I.B. Films

Among the selections of the aforementioned media collections are the following examples - chosen to indicate both the style and range of possibilities:

Penn State -"Notes on an Appalachia County: Visiting with Darlene," (45 minutes; b & W; 1974; about a woman with four children living in central Pennsylvania on welfare, but also about a way of life in Appalachia.)

Indiana -"Promise City," (30 minutes; color; 1972; native son of southern Iowa community presents a social-psychological study of the decline of a town. Focus is on aged and aging as lens through which "rurality" can be understood.)

Illinois -"Mountain People," (1970; color; aspects of poverty and social conditions of people of Southern Appalachia, and focus on culture and strengths of an ethnic group.)

Indiana -"The Exiles," (1961; b & w; 3 reels; 12 young men from Indian reservations migrate to Los Angeles. Movie depicts processes of culture shock, poor adaptation to urban environment.)

Illinois -"Red, White and Bluegrass," (25 minutes; color; 1973; a musical portrayal as an aspect of rural culture and values -- mores, traditions and folkways of rural life.)

Missouri -"And the Rich Shall Inherit The Earth," (50 minutes; 2 reels; color; 1973; introduced by Earl Butz, movie examines phenomenon of conglomerate farming and its impact on quality of life and people in rural areas, and the resultant social problems.)

Missouri -"The Land," (b & w; 2 reels; 1960's; Charles Kurralt narrates a documentary on declining rural towns in Kansas, Nebraska, the South and Far West. Social change- social problems orientation.)

II. Bibliographic Compilations

The teacher or student who is researching one facet of the knowledge accumulated about rural context, rural social welfare and/or social work practice welcomes an extensive and comprehensive bibliography of the professional literature. Commonly, rural social work bibliographies have contained productions of a variety of disciplines, and address a massive array of content areas. Among those listings that offer ".. something for everyone," are the following:

- Bibliography specific to Social Work in Rural Areas, prepared by Paul Campbell and Stephen A. Webster, School of Social Work, U. of Tennessee-Knoxville, Sept. 1976. Partly annotated, it contains over 250 entries, plus a large section on unpublished professional sources. An additional feature is a short listing of bibliographies, especially pertinent to Appalachia.

- Bibliography Appendix to the Research Monograph of the Regional Institute for Social Welfare Research, U. of Georgia, 1971, entitled "Poverty in the Non-metropolitan South," by George Thomas and Merrilee Stewart. (Over 650 entries.)

- An annotated Bibliography on Rural Social Work by Carol M. Schultz, in Leon Ginsberg (ed.) Social Work in Rural Communities, CSWE, 1976. Contains over 70 references subdivided into (1) Communication and Helping Patterns in Communities; (2) Community Development; (3) Projects in Rural Areas;(4) Rural Problems; (5) Social Aspects of Rural Community Life.

- Bibliographies related to the various projects and studies sponsored by the Southern Region Education Board, Atlanta, Georgia. (Manpower studies; BSW related sources, etc.)

- Bibliography on Human Behavior/Foundations course content prepared at Montevallo University, Montevallo, Alabama, 1972, entitled "Rural Human Services."

III. Literature

"Through the eyes of the poet, the novelist, the essayist, the nature of man and man's world is seen most clearly."

-- an old English Prof of mine ..

Although betraying a certain academic chauvinism, not uncommon among old professors of any persuasion, a not only different but frequently clearer view of the rural world is found in literature. For purposes of illustration, we have subdivided our examples into three literary headings:

A. Modern American Literature

The major works of
- Steinbeck
- Faulkner
- Erskine Caldwell
- Sinclair Lewis
- Vachel Lindsay (poet)

B. Ethnic Literature

Including works of
- Willa Cather
- Olé Rolvaag
- Arthur Haley
- Robert Coles
- John Niehardt (poet)

C. Locality-Specific Literature

Literature which does not meet standards of fine art but does portray a specfic geographic location includes such novels as:

- To Kill a Mockingbird (Deep South)
- In Cold Blood (Kansas)
- King's Row (author: Henry Bellamann; Missouri's Little Dixie area)

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IV. Drama

More effective than the cinema, and often more accessible if used in classroom role play situations, are the dramas of rural life that have become "classics" in our time. Illustrative of powerful rural dramatists are:

- Thornton Wilder
- Tennessee Williams
- Shirley Jackson ("The Lottery")

Drama (Continued)

An anthology worth perusing may be:

- Rural Plays. Federal Theater Project, Mew York City: 1937, 3 volumes.

V. Video-Tape Productions

With many Universities and colleges owning portable video-tape equipment now, the uses (and mis-uses) of this form of communication appear limitless. Tapes are being produced as classroom group projects, in lieu of term papers, in courses in foundations for rural practice and policy/services areas. In the practice area, community interventions have been taped, as well as case interviews and group meetings. Teacher-produced and practitioner-produced teaching/training tapes for general consumption are still scarce, but some schools and departments are experimenting with ideas relevant to their own locale.

Workshops on video-tape usage have been held (e.g. U. of Wisconsin-Extension, at Cable, 1976 -- see Dave Bast for information). One University who does advertise video-tapes available for loan is:

- University of Tennessee-Knoxville, School of Social Work.

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VI. Collected Periodicals

The socialization process that many social work faculty members underwent with respect to library research seems to have constricted their perspective on the range of journals and periodicals suitable in social work education. However, when a topic as ambiguous as "rural" is paired with the "social" in social work, "... the sky's the limit!" Indicative of the 50 plus nooks and crannies in University libraries where potential teaching materials are to be found are:

- Farm and Family Economics
- Farm Journal
- Farm, Ranch and Home Quarterly (1972-present; U. of Nebraska)
- Farmer's Advocate
- The American Farmer (1819-present)
- Rural America (formerly J. of American Country Life Association)
- Rural Electric Missourian (and other states)

- Rural Gem and Fireside Companion (1847)
- Rural Research
- Agricultural Education Magazine
- Missouri Ruralist (similar titles in other states)

Standard journals sometimes relevant to rural include:

- Rural Sociology
- Hospital and Community Psychiatry (rural mental health interests)
- Innovations (mental health publication; rural news is regular feature)
- Social Forces
- Social Casework (early issues featured rural practice information; sparse in recent years. Note Nov. 1976 issue.)
- Social Work
- Annals of the American Academy of Political and Social Science (Note Jan. 1977 issue)
- Child Welfare (sporadic rural articles in recent years)

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VII. Governmental Publications

Sources of publications of the federal government relevant to rural context and rural development span many departments and subdivisions of the bureaucracy. The following list is illustrative of this unmined lode:

U.S. Dept. of Agriculture

- Farmers Home Administration
- Agriculture Stabilization and Conservation Service

Commerce Department

- Office of Economic Development

Department of Defense

- Corps of Engineers

Department of Labor

Department of the Interior

- Bureau of Indian Affairs

Bureau of Land Management

Department of Health, Education and Welfare

Small Business Administration

VIII. Associations and Organizations with Particular Interests Related to Rural Life

There are many private, voluntary organizations devoted to research and development, program or policy formulation, education, environmental issues, or other aspects relative to the quality of life in rural America. Some of these sponsor annual workshops/seminars, publish monographs and reports, and otherwise provide a forum for public interchange. Examples of these include:

- Rural America, Incorporated
- National Catholic Rural Life Conference
- Southern Region Education Board
- North Central Regional Center for Agricultural and Rural Development (Iowa; associated with ISU)

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IX. Specific Locality Media Materials

The teaching materials that may ultimately have the most meaning to the student because of the "reality relevance" and inherent interest they provide are those gathered from sources in the specific geographic locale of the school or college. Accessible and informative are these suggested sources:

- Community "calendars"
- Local newspapers such as weekly and bi-weekly county papers
- Sunday supplement of nearby urban newspaper (occasional features on small towns or regions in the area)
- Opinion, "talk shows" of local radio stations
- Centennial or Bi-centennial histories and materials locally produced
- Local organizational reports (annual reports) of relevant groups, i.e. Community Betterment League
- Local historical society productions
- Local church histories, geneologies

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X. Class Related Productions

In addition to the video-tape assignments becoming popular in some rural social work courses,there is an untapped potential in many classroom courses for student-production of re-usable

teaching materials. Community processes courses, or policy courses for example, offer many opportunities for students to collect and share data regarding the local area with their peers. For the teacher to appropriate and integrate these materials into future classroom use, these principles apply: 1. Get the students' permission to use the materials in future classes; (2) Retain a cumulative file of such materials and gear future assignments to building on the previous productions with respect to the particular geographic locale; (3) Be selective in what is used, discarding materials of poor technical quality, or limited appeal.

The following are samples of the kinds of teaching materials potentially obtainable through class activity:

- audio tapes of interviews with community personages
- case records of individuals, groups, families and community analyses and interventions
- photographic slides
- snapshots
- graphs, charts, transparency overlays
- statistical compilations
- scrapbooks

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XI. Local Social Service Agency-Generated Materials

Student practicum placements in local social agencies, and consultation/training activity on the part of faculty with local agency personnel can provide a current and unending source of teaching materials appropriate to all curriculum areas. Ordinary documents of the agency, and practitioner-produced records/reports enhance this source of materials. Examples are:

- Annual Reports
- Action Research reports preliminary to program planning
- Case records
- Consultation and training records (often composites of a typical agency client group)

XII. Music, Art and Architecture

The liberal arts foundation compliments the social worker's understanding of social phenomena and the human condition. Nowhere is this principle better illustrated than in understanding the rural community and rural values where music, art and architecture are frequently not only expressions of culture but of community identity.

The best source of materials in this area is faculty from these specific departments; frequently, such faculty are willing to speak to classes as well as provide illustrations from departmental collections.

Some general suggestions are as follows:

A. Artist of Rural Subjects -

-Grant Wood: "American Gothic" archtype of the Regionalist movement
-George Caleb Bingham: sketches of small towns; 1800's
-Grandma Moses: homespun rustic scenes of communal living
-Andrew Wyeth: father-son, tradition of classic pastoral
-Jonathan Wyeth: subject from magic realist school
-Thomas Hart Benton: muralist of midwestern life
-Horace Pippin: black rural life in America; mid-20th century
-Currier and Ives: "Country Years" - series of idyllic rural scenes
-William Gropper: "Migration: ties to Grapes of Wrath
-Frederick Remington: classic western art

Art indigenous to the area is available for analysis also; everything from the local art fair to the Christmas bank window decorated by school children express values, ideals, and goals held in the community.

B. Music of Rural America

The general heading of "folk music" is used as an inclusive category, encompassing numerous geographic and content subdivisions. For example, specific collections of folksongs are available in the following specialty areas:

- Ozark (artists like Lee Mace and the Ozark Hillbillies)
- Bluegrass (Flatts and Scruggs)
- Appalachian (Mother Maybelle Carter ...)

- Gospel (Lester Family, etc.)
- Spiritual (Ward Congregation; Robson ...)
- Blues (Sonny Ford, Leadbelly)
- Country (Loretta Lynn, Hank Williams, Sr. et al)
- Western/Cowboy (early Eddy Arnold, etc.)
- Ethnic (chiefly English, Irish, and Black but also middle European, etc. in certain areas)
- Hispanic

In addition, Native American collections are becoming increasingly available as an aid in understanding Indian culture.

Popular folk artists' material (Joan Baez, Pete Seeger, Bob Dylan, Buffy Saint-Marie) are also applicable on selective bases.

C. Architecture

Of particular significance here is the style of public structures (courthouses, schools) and buildings which meet group needs (churches, auditoriums, theaters, etc.); transcending style are concerns of habitation (health, safety, aesthetics) which also are germain to the heading.

D. Miscellaneous

When one begins addressing the fine arts, there are always materials which do not lend themselves to categorization but are nonetheless important in communicating the life of a community and its people. Some examples of these disparate yet fascinating educational aids would include:

- "Rural Radio Entertainment," U. of Missouri Master's Thesis in Journalism, 1938, by John O'Mara.
- Rural Tales, Ballads, and Songs. An anthology edited by Robert Bloomfield, 1302.
- Rural Free: A Farmwife's Almanac of Country Living, by Rachel Peden. Drawings by Sidonie Coryn. NY: Knopf, 1961.
- The Rural Casket. by Power and Wouthwick. 1798. On microfilm, U. of Missouri-Columbia Library.

.... a fitting close to this compendium of teaching materials, yes?

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